

WOODROW WILSON COMMUNITY SCHOOL

District: BAYONNE CITY

County: HUDSON

Team: NA

School Identification: NA

Targeted Subgroup

CDS: 170220130

Annual School Planning 2022-2023

ASP Development Team Members

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Principal	Maureen Brown	Yes	Yes	Yes		
Assistant Principal	Tara Furmaniak	Yes	Yes	Yes		
Title 1	Katherine Gregorian	Yes	Yes	Yes		
Teacher	Tina Kang	Yes	Yes	Yes		
Title 1	Gina Puchinsky	Yes	Yes	Yes		
Teacher	Maria Iapicca	Yes	Yes	Yes		
Parent	Nicole Schaefer	Yes	No	No		
Secretary	Joanne Seitz	Yes	No	No		

Stakeholder Representative Title	Name	Comprehensive Analysis and Needs	Root Cause Analysis	Smart Goal Development	Signature	Date
Counselor	Maria Pagano	Yes	Yes	Yes		
Paraprofessional	Tanya McCormack	Yes	Yes	Yes		
Community Member	Kerri Ashe	Yes	No	No		

ASP Development Team Meetings

Date	Topic	Agenda Uploaded	Minutes Uploaded
05/06/2022	Prior Year Evaluation	Yes	Yes
05/17/2022	Comprehensive Data Analysis and Needs Assessment	Yes	Yes
05/20/2022	Priority Performance Needs and Root Cause Analysis	Yes	Yes
05/25/2022	Smart Goal Development	Yes	Yes

Evaluation of Prior Year Interventions and Data Analysis

PRIOR YEAR INTERVENTIONS

Analysis of Key Interventions	Content Area	Target Populations	Was this key intervention implemented as planned?	Do you plan to continue with this intervention?	Do you have evidence this intervention was effective?	Measurable Outcomes (state the data that supports the continuation of this intervention)
RTI	ELA	Struggling students	Yes	Yes	Yes	The median growth progress for struggling students in K was 83%
Small group instruction	ELA/Math	All students	Yes	Yes	Yes	The median growth progress for ELA was 83% and median growth progress for Math was 100%

STUDENT ACHIEVEMENT				
Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
NJSLA Proficiency*	Consider comparing previous year's and current year's NJSLA results in the noted subject areas. Link to website with access to reports.		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
Science*	NJSLA Science Homepage, https://measinc-nj-science.com/		Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
SGP*	Student growth on state assessments. (Grades 4-8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level.	Student Group	ELA	Math	Due to the NJDOE's 2021 ESSA State Plan Addendum and the suspension of NJSLA State Assessments in FY 21, this area will remain blank.	Not Applicable
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific				
		American Indian or Alaska Native				
		Two or More Races				
		Female				
		Male				
		Economically Disadvantaged				
		Non-Economically Disadvantaged				
		Students with Disabilities				
Students without Disabilities						

Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
		Student Group	ELA	Math		
		English Learners				
		Non-English Learners				
		Homeless Students				
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade	ELA					Assessments that were taken into account were iReady and DA. We used iReady for grades K-2 - students take these in ELA and Math. iReady is administered 3 times a year in each content area. Grades 3-8 are required to take district assessments. District Assessments are taken each marking period (4 times a year).	The teachers were allotted a certain window to give the assessments so participation was easy to achieve.
		Grade	Cycle 1	Cyclle 2	Cycle 3	Cycle 4		
		K	96%	98%	100%	100%		
		1	100%	94.4%	100%	100%		
		2	89.5%	100%	100%	100%		
		3	100%	100%	100%	100%		
		4	100%	100%	100%	100%		
		5	97.3%	100%	100%	100%		
		6	100%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	86.9%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
11	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		12	0%	0%	0%	0%		
		Math						
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		K	98.2%	96.4%	100%	100%		
		1	100%	78.9%	100%	100%		
		2	98.6%	100%	100%	100%		
		3	94.1%	100%	100%	100%		
		4	96.1%	100%	100%	100%		
		5	97.3%	100%	100%	100%		
		6	98.2%	100%	100%	100%		
		7	100%	100%	100%	100%		
		8	100%	100%	100%	100%		
		9	100%	100%	100%	100%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
		12	0%	0%	0%	0%		

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Assessments that were taken into account were iReady and DA. We used iReady for grades K-2 - students take these in ELA and Math. iReady is administered 3 times a year in each content area. Grades 3-8 are required to take district assessments. District Assessments are taken each marking period (4 times a year)	The teachers were allotted a certain window to give the assessments so participation was easy to achieve.
		K	100%	55.4%	57.4%	74.1%		
		1	89.5%	23.9%	29.2%	46%		
		2	65.7%	37.7%	36.7%	49.3%		
		3	17%	11.1%	91%	90.7%		
		4	40%	52.1%	80%	69.6%		
		5	43.2%	62.6%	81.2%	84.2%		
		6	85.7%	76.8%	77.8%	79.6%		
		7	40.6%	43.1%	51.2%	75.9%		
		8	56.6%	85.9%	86.4%	83.3%		
		9	0%	0%	0%	0%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data					Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. *Identify patterns by grade/subgroups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Assessments that were taken into account were iReady and DA. We used iReady for grades K-2 - students take these in ELA and Math. iReady is administered 3 times a year in each content area. Grades 3-8 are required to take district assessments. District Assessments are taken each marking period (4 times a year)	The teachers were allotted a certain window to give the assessments so participation was easy to achieve. Student achievement seems to vary, as the beginning cycle is prior knowledge. Students listed in grade 9 - are those that take Alg 1 at the high school.
		K	100%	40.7%	42.6%	61.1%		
		1	80.6%	28.6%	29.2%	46%		
		2	42.6%	26.1%	26.7%	35.2%		
		3	9.5%	98.1%	96.2%	98.1%		
		4	71.4%	79.2%	85.3%	74%		
		5	73%	88%	64.7%	68.4%		
		6	34.5%	96.4%	74.5%	63.6%		
		7	16%	6.9%	76.2%	50.8%		
		8	26.3%	46.9%	90.3%	87.5%		
		9	100%	100%	92%	100%		
		10	0%	0%	0%	0%		
		11	0%	0%	0%	0%		
12	0%	0%	0%	0%				

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
English Language Proficiency (ELP)*	Student progress to English Language Proficiency (Grades K-12).	Percent of English Learners Making Expected Growth to	-2%	N/A	N/A

CLIMATE & CULTURE					
Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Enrollment*	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	744	Enrollment at the beginning of the school year was 721. Grade K - 39 White, 10 Black, 14 Hispanic, 1 American Indian, 3 Asian, 1 Native Hawaiian, 6 Multi Grade 1- 22 White, 16 Black, 27 Hispanic, 1 American Indian, 12 Asian, 2 Multi Grade 2- 29 White, 10 Black, 26 Hispanic, 10 Asian, 4 Multi Grade 3- 16 W, 15 B, 24 H, 1 AI, 11 A, 4 Multi Grade 4- 18 W, 6 B, 19 H, 11 A, 1 NH, 2 Multi Grade 5- 27 W, 5 B, 28 H, 12 A, 1 NHI, 6 Multi Grade 6 - 19 W, 12 B, 17 H, 7 A, 1 NHI, 3 Multi Grade 7 - 16 W, 13 B, 28 H, 15 A, 7 Multi Grade 8 - 27 W, 18 B, 31 H, 8 A, 2 NHI, 2 Multi	No enrollment trends were noted.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Attendance Rate (Students)*	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	93.27%	Student attendance this year was impacted by Covid 19	No enrollment trends have been identified.
		Subgroup 1 YTD Student	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		
Chronic Absenteeism (Students)*	Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the days between the start of school to the current date ("year to date") and includes both excused and unexcused absences. For chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	11.99%	Student attendance this year was impacted by Covid 19	Many students were absent due to Covid 19 restrictions.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)*	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	97.27%	N/A	Woodrow Wilson School had several staff on leave this SY.

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Discipline*	The number of suspensions, expulsions, and incident reports *Identify types of incidents *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	Discipline was handled within the school.	N/A
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Prepopulated Data	Your Data (Provide any additional data)	Observations / Trends
Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions of students *Identify perceptions of family			

COLLEGE & CAREER READINESS						
Data Source	Factors to Consider	Prepopulated Data			Your Data (Provide any additional data)	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	Student Group	5 Year Rate	4 Year Rate		
		Schoolwide				
		White				
		Hispanic				
		Black or African American				
		Asian, Native Hawaiian, or Pacific Islander				
		American Indian or Alaska Native				
		Two or More Races				
		Economically Disadvantaged Students				
		Students with Disabilities				
		English Learners				
		Homeless Students				
Students in Foster Care						

Data Source	Factors to Consider	Prepopulated Data		Your Data (Provide any additional data)	Observations / Trends
Post-Secondary Rates	% of students that enroll in post-secondary institution.				
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT				
Algebra	Previous year's data provided. Please provide current year's data if possible.	# of 8th grade students enrolled in Algebra 1	6		
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the previous school year *Identify instructional trends *Identify professional development needs	Evaluation framework	Danielson Framework		Trends show that teacher evaluation scores increased from their first evaluation to their last. Teachers adjusting their instructional practices and taking note of the evaluators recommendations was noted.
		Observation Waiver?	Yes		
		# Teachers to Evaluate	82		
		# Non-tenure teachers (years 1 & 2)	15		
		# Non-tenure teachers (years 3 & 4)	13		
		# Teachers on CAP	0		
		# Teachers receiving mSGP	12		
		Observations	Total		
		# Scheduled	74		
		# Completed	58		
		# Highly Effective	17		
		# Effective	40		

Data Source	Factors to Consider	Your Data (Prepopulated where Possible)		Your Data (Provide only additional data)	Observations / Trends
		Observations	Total		
		# Partially Effective	1		
		# Ineffective	0		

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Professional Capacity	Due to Covid 19, many students missed foundational years of instruction. Along with the academic set back, students also missed socialization.	Students can greatly benefit from instructional support other than just the teacher.	The district has posted and is seeking to hire instructional coaches to assist in this.

Process Questions and Growth and Reflection Tool

<CNA: NO DATA >

Priority Performance Needs and Root Cause Analysis

Area of Focus for SMART Goals	Priority Performance Need	Possible Root Causes (Based upon the CNA and data analysis, what factors are most likely to have contributed to this)	Targeted Subgroup (s)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	
Effective Instruction	Grade 2 showed lack of growth as registered by their DA	Students were not in "in person schooling" for a year and a half.	Grade 2 students	1	IXL
				2	ST Math
				3	
Climate and Culture, including Social and Emotional Learning	90% of HIB Investigations were unfounded	SEL continues to be a struggle for many of our students.	Students in Grades 6-8	1	Second Step Program / Panorama Survey
				2	
				3	
Effective Instruction	Students in grade 3 fell below benchmarks	Many of these students missed foundation in person learning due to Covid 19	Students in grade 3	1	IXL
				2	DRA
				3	
No option for the fourth SMART Goal was selected on the Root Cause page.				1	
				2	
				3	

SMART Goal 1

By the end of the 2023 Academic Year, at least 50% of students in grade 2 will demonstrate ELA proficiency,

Priority Performance Grade 2 showed lack of growth as registered by their DA

Strategy 1: IXL

Strategy 2: ST Math

Strategy 3:

Target Population: Grade 2 students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2022, at least 20% of students will demonstrate proficiency in ELA.	IXL
Feb 15	By February 2023, at least 3% of students will demonstrate proficiency in ELA.	IXL
Apr 15:	By April 2023, at least 40% of students will demonstrate proficiency in ELA.	IXL
Jul 1	By the end of the 2023 Academic Year, at least 50% of students in grade 2 will demonstrate ELA proficiency,	IXL

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Complete initial IXL DA.	9/9/22	9/30/22	

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	IXL Licenses	INSTRUCTION - Other Purchased Services / 100-500	\$5,273	ESSER/ESSER II/ARP

SMART Goal 2

By June 2023, at least 70% of students will understand coping strategies as they relate to mental health.

Priority Performance 90% of HIB Investigations were unfounded

Strategy 1: Second Step Program / Panorama Survey

Strategy 2:

Strategy 3:

Target Population: Students in Grades 6-8

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2022, at least 40% of students will demonstrate understanding of the Second Step Curriculum.	Panorama Survey
Feb 15	By February 2023 at least 45% of students will demonstrate understanding of the Second Step Curriculum.	Panorama Survey
Apr 15:	By April 2023 at least 50% of students will demonstrate understanding of the Second Step Curriculum.	Panorama Survey
Jul 1	By June 2023, at least 70% of students will understand coping strategies as they relate to mental health.	Panorama Survey

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Panorama Survey	9/9/22	10/14/22	

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Second Step	INSTRUCTION - Other Purchased Services / 100-500	\$4,300	Other Federal

SMART Goal 3

By June 2023, at least 50% of students in grade 3 will be performing at or above grade level.

Priority Performance Students in grade 3 fell below benchmarks

Strategy 1: IXL

Strategy 2: DRA

Strategy 3:

Target Population: Students in grade 3

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15	By November 2022, at least 25% of students in grade 3 will be performing at or above grade level.	Window 1 iReady
Feb 15	By February 2023, at least 30% of students in grade 3 will be performing at or above grade level.	Window 2 iReady
Apr 15:	By April 2023, at least 35% of students in grade 3 will be performing at or above grade level.	Window 3 iReady
Jul 1	By June 2023, at least 50% of students in grade 3 will be performing at or above grade level.	Spring iReady

Action Steps

SMART Goal 3

Step Numbe	Strategy	Action Steps	Start Date	End Date	Assigned To
1	1	Initial IXL	9/9/22	10/14/22	

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	IXL Licenses	INSTRUCTION - Other Purchased Services / 100-500	\$5,273	ESSER/ESSER II/ARP
1	iREADY	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$1,795	State/Local

SMART Goal 4

Priority Performance

Strategy 1:

Strategy 2:

Strategy 3:

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Source(s) of Evidence
Nov 15		
Feb 15		
Apr 15:		
Jul 1		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
TEACHER SALARIES	9/1/22	6/30/23	BUILDING	INSTRUCTION - Personnel Services - Salaries / 100-100	\$279,281.00	Federal Title I (School
INSTRUCTIONAL SUPPLIES	9/1/22	6/30/23	BUILDING	INSTRUCTION - Supplies & Materials / 100-600	\$11,384.00	Federal Title I (School
NON INSTRUCTIONAL SUPPLIES	9/1/22	6/30/23	BUILDING	SUPPORT SERVICES - Supplies & Materials / 200-600	\$4,500.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Purchased Professional & Technical Services	100-300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Purchased Services	100-500	\$0	\$0	\$0	\$0	\$10,546	\$4,300	\$0	\$0	\$14,846
INSTRUCTION	Supplies & Materials	100-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Other Objects	100-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
INSTRUCTION	Sub-total		\$0	\$0	\$0	\$0	\$10,546	\$4,300	\$0	\$0	\$14,846
SUPPORT SERVICES	Personnel Services - Salaries	200-100	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	\$1,795	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,795
SUPPORT SERVICES	Purchased Property Services	200-400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
SUPPORT SERVICES	Other Purchased Services	200-500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Travel	200-580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Supplies & Materials	200-600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Other Objects	200-800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Indirect Costs	200-860	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SUPPORT SERVICES	Sub-total		\$1,795	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,795
FACILITIES	Buildings	400-720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Instructional Equipment	400-731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Noninstructional Equipment	400-732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Schoolwide Blended	520-930	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SCHOOLWIDE	Sub-total		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority / Focus Interventions Reserve)	Federal Title I (School Allocation)	Federal Title I (Reallocated Funds)	Federal CARES - ESSER Funds	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	SIA Carryover	TOTAL
Total Cost			\$1,795	\$0	\$0	\$0	\$10,546	\$4,300	\$0	\$0	\$16,641

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions)	Federal Title 1 (School Allocation) Total	Federal Title 1 (Reallocated Funds)	TOTAL
Included in SMART Goal Pages	\$0	\$0	\$0	\$0
Other Title 1 Expenditures	\$0	\$295,165	\$0	\$295,165
Total	\$0	\$295,165	\$0	\$295,165

School Level Certification Page

x	The results of the Comprehensive Needs Assessment are included in the designated tabs. For designated Targeted Support and all Comprehensive Support schools, the Comprehensive Data Analysis and Needs Assessment process must be completed in collaboration, and with the concurrence of your Comprehensive Support Network (CSN) Team.
x	The Annual School Plan requires a minimum of three SMART goals with an option to create a fourth. At least one of these goals must be developed with an area of focus "Effective Instruction." Goals must address the areas of priority performance needs identified during Comprehensive Needs Assessment process. Check all the SMART Goal areas included in your ASP.
x	Effective Instruction
x	Climate and Culture, including Social and Emotional Learning
x	Effective Instruction
	No option for the fourth SMART Goal was selected on the Root Cause page.
x	For Comprehensive Support and Targeted Support schools, the Annual School Plan includes evidence-based interventions to improve academic achievement for all students who are not yet performing on grade level, and all SIA funds will be used for evidence-based interventions that meet the requirements set forth in the Every Student Succeeds Act (ESSA).
x	The Budget Summary includes all planned expenditures, as identified within the 'Budget Items' section of the SMART goal pages.
x	This plan has been submitted for final review and approval by the District Business Administrator, Federal Programs Administrator, Chief School Administrator, and any other district personnel with responsibility for expenditures of federal funds to ensure all purchases and uses of funds (SIA, other Title I, other federal, and state/local) are reviewed and approved.

Completed By: Maureen Brown

Title: Principal

Date: 06/24/2022

District Business Administrator or District Federal Programs Administrator Certification

x	The Annual School Plan (ASP) has been reviewed by designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and 2 CFR Part 200.
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

For Comprehensive Support and Targeted Support schools only:

	I certify I have completed and certified the required LEA Resource Equity Review.
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Certified By: Dr. Dennis C. Degan
 Title: Assistant Superintendent of Schools
 Date: 06/29/2022

ASP District CSA Certification and Approval Page

x	The Annual School Plan (ASP) has been reviewed by the District CSA/designated district-level personnel to ensure all services and proposed uses of funds meet the statutory and regulatory requirements as stipulated under the Every Student Succeeds Act (ESSA) and
x	I certify that I have reviewed this school's ASP and ensure proposed funding in the ASP is aligned with the ESEA Consolidated application in EWEG and used to address the school's priority performance needs.

Certified By: John J. Niesz
Title: Superintendent of Schools
Date: 06/29/2022